IISTE

Evaluate Academic Misconduct by University Students and Facultys: Invent of Green It in Society Performance

Sudhakar Murugesan[1]   Seenuvasan Arumugam[2]
1.Lecturer, Department of Information Technology, Valley View University, Techiman, Ghana, West Africa.
TM 183
2.Assistant professor dhaneesh Ahamed College of Engineering,Tamil Nadu, Chennai, India
E-mail:Sudhakarmtech@gmail.com;seenuvasan.mecs@gmail.com

Abstract

This research and proposed system is deals with both student's and lecturer's bio data to check the deviant behavior of student's and lecturer's, NAB to validate authenticity of students certification with regards to admissions into the universities in Ghana. The bio data's stored in the central point on this system. This shall mandatory for the Universities as a requirement from the NAB regulations. This gives the details of Lecturer's and student's upon request and a click of a button the eligibility of the candidates to be accepted in the tertiary institutions of Ghana. With all these records integrated on one central point, all tertiary institutions can access students and lecturers records from other institutions. Better still, there are portals for staff and students which monitors to ensure decent conduct and ethical conduct as the information on their employment can be accessed from these portals when there is misconduct in an intuition in Ghana. The government through the NAB/GES/MOE as well as WAEC in collaboration will monitor the behavior and conduct of both students and lecturers in the university. The main aim of this research is to reduce misconduct both students, staffs and lecturers.
Keywords: Performance, e-learning, Computing

Introduction

Student misbehaviors such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility, ranging from infrequent to frequent, mild to severe, is a thorny issue in everyday classroom. Teachers usually reported that these disturbing behaviors in the classroom are intolerable and stress-provoking, and they had to spend a great deal of time and energy to manage the classroom. Obviously, student misbehaviors retard the smoothness and effectiveness of teaching and also impede the learning of the student and his/her classmates. Moreover, research findings have shown that school misbehavior not only escalated with time but also lowered academic achievement and increased delinquent behavior. To lessen these immediate and gradual adverse effects of student misbehaviors, it is of primary importance to identify what exactly are these behaviors inside classroom
During student's admission, these systems require all new students and as well as staffs to enter and upload their data (social security number, date of birth, passport number, etc...)Onto the system. These information would be used for identification and verification when the need arise. With this system, suspended students as well as staffs and lecturers will be tagged with their bank link 1year or 2year suspension etc. which in effect granted admission into different institution while still serving a suspension, likewise lecturers. Moreover, NAB and the tertiary institution will have the comfort of verifying students and staff eligibility during admission and employment. NAB regulations for lecturer's conducts which says a lecturer has the opportunity to be a part-time in two institutions is strictly enforced.

The NAB need not necessarily visit in tertiary institutions to moderate student's admissions and regularities but through the compliance check can access all records of every tertiary institution in Ghana.

The adoption of the system for management effectiveness and efficiency is recommended if managers are to succeed in becoming fully effective and can salvage their institutions from numerous challenges. Also, the government of Ghana, through the NAB/GES/MOE, must find ways of identifying and monitoring the behavior and conduct of both student's and lecturer's as well as the staff in the Universities in Ghana to help combat the crimes committed by both student's and lecturer's which when noticed and punished, such culprits move to other institutions to either be enrolled and employed as student's and lecturer's respectively. This do not achieve the purpose of punishment and hence the new system will be updating regularly as a core mandate to improve manager's effectiveness and institutions integrity and performance.

Some students act ethically because they are worried about being "caught" by faculty members. Others choose more ethical behavior because they realize that dishonesty harms themselves, their instructors, and other students (Bennett, 2005). Unfortunately, not all students choose to act ethically and this a cause of great concern among educators (Levy & Rakovski, 2006). In order to understand factors related to academic honesty, this current study focuses on faculty members' perceptions of student behavior, faculty reactions to suspected misconduct, and faculty concerns about dealing with academic dishonesty.

Teacher's Quality:

Teachers are central to any consideration of schools, and a majority of education policy discussions focus directly or indirectly on the role of teachers. There is a *prima facie* case for the concentration on teachers, because they are the largest single budgetary element in schools. Moreover, parents, teachers, and administrators emphasize repeatedly the fundamental role that teachers play in the determination of school quality. Yet there remains little consensus among researchers on the characteristics of a good teacher, let alone on the importance of teachers in comparison to other determinants of academic performance. Teacher quality is the concept that embodies what the teacher does and they can do in terms of their assigned roles in the school. Related to the concept of teacher quality is teaching quality and it has been observed that one way of determining the quality of teaching in schools is by looking at the intermediate outcome of student performance There are several ways to evaluate a student's «quality» attributable to formal education, but the most tractable indicator is how he or she performs in tests.

LITERATURE REVIEW

Various qualitative and quantitative studies have focused on student actions and moral decision-making. Exploratory studies indicate that many variables affect student behaviour. For instance, age, gender, and level of moral development have been shown to be important variables (Bennett, 2005); individual cognition and environmental factors also influence student decision-making (Pulvers & Dierkhoff, 1999).

While students have received much attention in previous research in this area, relatively few studies have examined faculty members and their influence on student conduct (Flint, Clegg, & MacDonald, 2006). Teachers exert significant influence in the classroom environment and thus influence student behavior. Research by Pulvers and Dierkhoff (1999) examined the relationship between internal student variables, classroom environments, and academic dishonesty. Their findings suggest that both internal and external factors influence the decision-making processes relating to inappropriate behavior. Dishonest students found their classes to be impersonal and less satisfying; they also felt that they received less individual attention than more honest students. Pulvers and Dierkhoff speculated that depersonalization reduced the students' interest in pleasing the teachers. In addition, students devalued the course and this made it easier in such students' minds to justify their misconduct. This being a non-experimental study, it is impossible to conclude the existence of a causal relationship. However, Pulver and Dierkhoff's work suggests that there is a connection between students' unethical behavior and students' perceptions of the classroom environment.

Institutional honour codes are another environmental factor that plays a role in academic honesty (McCabe, Butterfield & Trevino; 2003; McCabe & Pavela, 2004; McCabe, Trevino, & Butterfield, 2001). Honour codes seem to affect students' moral development through increasing feelings of responsibility and accountability to themselves and others. As a result, when collegiate honour codes are used, students act in a more appropriate manner and are more likely to report other students for honour code violations (McCabe, Trevino, & Butterfield, 2001).

In addition to affecting students, honour codes also seem to affect faculty. Teachers working in institutions with honour codes have "more positive attitudes towards their schools' academic integrity policies and are more willing to allow the system to take care of monitoring and disciplinary activities" than those institutions without honour codes (McCabe, Butterfield & Trevino, 2003, p. 367). This effect on faculty members may also have an indirect effect on student behavior. Students who have a greater fear of being caught and punished are less likely to violate honor codes (McCabe, Trevino, & Butterfield, 2002).

In conducting another study, Love and Simmons (1998) used interviews and survey data to identify factors that influenced graduate students' behaviors. Internal and external factors were related to academic dishonesty. The external variables included pressure, probability of being caught, and aspects of professors' behavior. Students reported that their propensity to act in a dishonest manner was related to instructors' leniency and the perceived probability of a faculty member's acting on observed misconduct. Interestingly, some students blamed the teachers for inappropriate behavior because they felt that certain faculty allowed students opportunities to be dishonest and thus were culpable for the students' actions.

Ashworth, Bannister and Thorne's (1997) research data indicate that students are often uncertain regarding expected behavior. Many were not clear about what plagiarism was or when to use citations. Thus, the lines between academically honest and dishonest behavior were not clear to students. What teachers defined as dishonest was not congruent with the students' perceptions. The study findings also suggest that environmental factors such as the following are significant: large classrooms; lack of communication with staff (resulting in feelings of alienation); reliance on group learning (resulting in "facilitation" and justification of inappropriate student behavior).

A study performed by Simon, Carr, McCullough, Morgan, Oleson, and Reese (2003) also found an association between the environment and academic honesty issues. In this current research project, faculty at a public university were surveyed. Questions focused on how faculty dealt with unethical behavior, their views on

dealing with dishonesty, and their beliefs about the university's academic honesty policies and practices. The survey results indicate that educators were concerned about academic integrity, particularly about how to respond when inappropriate behavior was suspected in their classrooms.

Fortunately, actions to improve student ethical behavior are effective (Taylor et al., 2006). McCabe and Pavela (1997) have defined many activities that support higher levels of student integrity. Principle driven interventions include:

1. Realizing and affirming academic integrity as an institutional core value.
2. Promoting a commitment to lifelong learning
3. Establishing the role of teachers as both guides and mentors
4. Assisting students in understanding how the Internet can help and also hurt them
5. Encouraging students to take responsibility for academic integrity
6. Providing assurance that students know and understand expectations
7. Creating and using fair forms of assessment
8. Decreasing the opportunities students have to be academically dishonest
9. Dealing with academic dishonesty when it happens
10. Assisting with defining and supporting campus-wide academic standards for behavior.

Kuh, Kinzie, Schuh, & Whitt, (2005) also suggest that interventions can be implemented that promote student development and honest behavior. Many actions relate to creating an environment that fosters personal growth through caring and support.

Similar work by Noddings (2002, 2003) encourages educators to foster ethical behavior through the development of a nurturing environment for students. In such a place, students can bond with their role models, and develop ethical decision-making skills and behavior. To support development, teachers need to be emotionally and physically available to their students (Noddings, 2003). Fostering self-knowledge, meeting physical and emotional needs, and acting in an ethical manner are other key issues that instructors must consider when building environments that promote student growth and moral development (Noddings, 2002).

Throughout the reviewed literature, themes emerge regarding academic honesty and improving student misbehavior. A recurring premise is the role that environment plays in decision-making. One can conclude that the setting does influence—and even facilitate—ethical and unethical behavior within a college or university through the creation and maintenance of an academic integrity milieu. Another theme is faculty uncertainty regarding best practices that promote moral behavior.

EXISTING SYSTEM

In current system in Ghana gives room for students and staffs who misconducts themselves regain admission and employment in another institution while under suspension. The various tertiary institutions sometimes are not able to verify the eligibility of their students. And if they do, it's most often in the later years of the course duration until verification of student's eligibility is conducted.

Since there is no interface or an interconnection tertiary institution management systems, some deviant lecturers find way to work as full-time lecturers in more than one institution. In addition lecturers under suspension also get themselves employed by another institution.

In the existing system, currently the NAB goes round in order to moderate student's intake and other NAB regulation in the various tertiary institutions in Ghana. Some institutions are able to admit ineligible students keeping their records separately in their management system, until these groups of students redeem themselves from their previous deficiencies.

ISSUES IN THE EXISTING SYSTEM

❖ Students can fake results to gain admission into tertiary institution.
❖ Students can regain admission even though they might be serving a suspension.
❖ Impersonation exist in the education system though few.
❖ There is no common platform for intercommunication among tertiary institutions in Ghana.
❖ The NAB periodically has to visit the tertiary institutions conduct regulatory exercises.
❖ According to NAB regulations, students are supposed to graduate at most in a period of eight years after admission. But some don't comply and are able to overstay this period of years.

PROPOSED SYSTEM

The proposed system will have an interface where students, staffs and lecturers bio data will be collected and saved into a database at a centralized point. This system will pulls a number of independent tertiary institution management together and link them with a integration interface. It also provide a section for results verification and validation by also creating a connection with the WAEC result management system. There is also a module which is for the upload of student academic record or result. This module verifies whether all the graduating

class has pass through regulatory verifications for the admission requirement. So then if an institution decides to offer admission to ineligible student and hides there records from the NAB and GES, such students would be brought to bare and will not be qualified to graduate.

The system since it incorrect all the management system of the various tertiary institutions, will have an interface where administrators or registrars will upload records of all deviants under suspension so that system will keep track of them. Until their suspension expires, they will be tag by the system preventing them from getting admission and employment in another institution across Ghana.

The system will also help curb for students who over-stay their period of enrolment (that is eight years) on campus by automatically phasing them out of the system.

CONCLUSION

In consummation, this system come-in-handy for the NAB, GES, MOE, WAEC and tertiary institution by creating a single common platform which is flexible, reliable and simple to operate. Using the system, it will help the various bodies of education to ensure quality of education is achieved in Ghana. Moreover, it makes sure the irregularities are avoided by maintaining consistencies across board. Student's malice and misconducts will also be checked since suspensions shall duly be served by deviants or culprits.

RECOMMENDATIONS

We recommend the following as a guide for students to avoid being an irregular based on some of their reasons,

- Since falling marks are the highest of all the reasons, students should not take that falling if a student feels that he or she is being treated unfairly, one should always think positively and take it as a challenge given by the professor so that he or she can excel in that certain area.
- Family problems, one should learn how to separate school from home so that it will not affect one's performance in school.

REFERENCES

Adelman, Howard S., & Taylor, Linda. (1990). intrinsic motivation and school misbehavior: some intervention implications. *Journal of Learning Disabilities*, *23* (9), 541-550.

Fontana, D. (1994). *Managing Classroom Behaviour*. (2nd ed.). London: Routledge.

Jones, D. (1993). Behaviour approaches to the management of difficult behaviour. In Varma, V. (ed.) (1993) *Management of Behaviour in Schools* (pp 21-36). London: Longman.

Robertson, J. (1996). *Effective Classroom Control*. (3rd ed.). London: Hodder and Stoughton.

Bandura, A. (1991a). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes, 50,* 248-287.

Bandura, A. (1991b). *Social cognitive theory of moral thought and action*. In W. M. Kurtines & J. L. Gewirtz (Eds.), Handbook of Moral Behavior and Development (Vol. 1, pp. 45-103). Hillsdale, NJ: Erlbaum.

Bennett, R. (2005). Factors associated with student plagiarism in a post-1992 university. *Assessment and Evaluation in Higher Education*, 30, 137-162.

Chickering, A, Dalton, J, & Stamm, L (2006*). Encouraging Authenticity and Spirituality in Higher Education.* SF: Jossey-Bass.

Chickering, A., & Reiser, L. (1993). *Education and Identity* (2ⁿᵈ ed). SF: Jossey-Bass.

Flint, A., Clegg, S., & MacDonald, R. (2006). Exploring staff perceptions of student plagiarism. *Journal of Further and Higher Education*, 40, 124-156.

Kuh, G., Kinzie, J., Schuh, J., & Whitt, E. (2005*). Student Success in College: Creating conditions that matter.* SF: Jossey-Bass.

D. F. Reed and C. Kirkpatrick, Disruptive Students in the Classroom: A Review of the Literature, Metropolitan Educational Research Consortium, Richmond, VA, USA, 1998.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
http://www.iiste.org

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: http://www.iiste.org/journals/ All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: http://www.iiste.org/book/

Academic conference: http://www.iiste.org/conference/upcoming-conferences-call-for-paper/

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digtial Library , NewJour, Google Scholar